Office of School Turnaround

SIG School Profile 2012-13

SCHOOL NAME: Green High School
DISTRICT NAME: Green Local
Model: Transformation
Cohort: 2
Locale: Rural
Grades: 7-12
Number of Students: 262
Eligible for Free & Reduced Lunch: 55.0%

Highlights of Reform Model

Green High School is implementing the SIG Transformation Model. Principal J.D. Emnett was hired one year prior to implementing SIG. Through SIG, he has increased shared governance by building a strong Building Leadership Team and Teacher Based Teams. He involves his staff in designing instruction, assessments and school climate strategies. To strengthen instruction, they are implementing Marzano's instructional model, quarterly and formative assessments. The principal is given autonomy and flexibility to hire, schedule and develop alternative pathways for students to receive intervention and instruction that best meets students' needs. They are utilizing math and reading intervention specialists and a Math coach to give support to students and teachers. The BLT, District Leadership Team and their local ESC have worked together to design student growth measures and implement OTES. They engaged students and the community in a "We Believe" in our students' campaign and as a result passed their school levy.

Transformation Specialist Completing Report

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Test Grade	Test Subject	2011-2012 School Year Proficient Percentage	2010-2011 School Year Proficient Percentage
7th Grade	Reading	77.8%	81.8%
	Mathematics	55.6%	60.6%
8th Grade	Reading	94.3%	87.0%
	Mathematics	74.3%	54.3%
10th Grade	Reading	94.3%	96.2%
	Mathematics	97.1%	92.3%
11th Grade	Reading	100.0%	95.1%
	Mathematics	100.0%	90.2%
12th Grade	Reading	94.7%	81.1%
	Mathematics	92.1%	83.8%

Evidence-Based Best Practices Observed

At Green High School, teachers and students use data to set academic goals to increase student achievement. Teachers design benchmark assessments using past OGT and Study Island questions. They provide formative assessments using Star Reading and Star Math. Teachers post quarterly assessment scores on the school's data board and students have data folders. Teachers meet with students, after assessments, and design intervention tailored to students' specific needs. SIG Administrator, Debbie Green, states "Collecting, using and sharing data has increased teacher and student motivation to reach specific academic goals." Green had double digit growth in OGT test scores in 2010-2011 that steadily increased in 2011-2012. They had over 20% growth in 7th and 8th grade OAA Math and steady increases in 8th grade OAA Reading scores.

Systemic Changes Observed

Prior to SIG, teachers did not use data to design instruction or interventions. In 2010-2011, 10th grade teachers began giving OGT released tests fours time throughout the year. Teachers saw the benefit in having data to inform instruction and intervention. Green expanded this practice to giving benchmarks assessments to 10th graders six times a year and four times a year to grades 7-9. Seventh and Eighth grade also give formative assessments and progress monitor regularly.

Current Barriers to Achievement

Through SIG, Green is able to afford intervention specialists to provide extra support to students. It is unlikely they will be able to provide this support after SIG funds are gone.

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